



SNOHOMISH COUNTY BOARDS & COMMISSIONS NOMINATION FORM

INITIATOR: Please fill in this section

County department/agency: Human Services

Contact person/phone: Megan Edmonds

Name of Board/Commission: _____ De Developmental Disabilities Advisory Board

Advisory Governing _____ Ad Hoc _____ Ongoing _____

Term of Appointment 3 years Commencing _____

Mandated Requirements for Appointment* _____

SNOHOMISH COUNTY BOARDS & COMMISSIONS APPLICATION FORM

NOMINEE: Please fill in this section

Name of Board/Commission: Developmental Disability Advisory Board

New appointment: _____ Reappointment: 1st 2nd _____ Ex-Officio _____

Snohomish County Council District (Please choose one):

1 2 (3) 4 5 Don't Know

Name: Kathie Davis

Home Address: 9114 - 186 PL SW

City: Edmonds State: WA Zip: 98026

Mailing Address (if different): same

Telephone (home): 425 478-8187 (work) 425

E-mail: Kathie.davis@snoco.org

Current Employer: Edmonds School District

Occupation: Intervention Support Specialist

Education: Business School

Licenses held (if applicable): None

Why would you like to serve on this board/commission? My passion is supporting individuals + families with disabilities. I would love to continue serving this important board.



Please explain why you are a qualified candidate, including relevant professional experience, to serve on the board/commission. I have served 1 full term and have

shown myself to be a contributing member. I am a parent of adult w/ disabilities + a behavior specialist working to support inclusive programming in my school district.

Please list community involvement/volunteer activities. As a parent + frequent volunteer w/ programs my daughter w/ disabilities is involved in, I am quite busy. I go above + beyond my role as an employed school dist. behavior person, frequently talking w/ + connecting other families in my situation to needed supports +

How did you learn of this opportunity? I am applying for reappointment
Do you currently serve on a Snohomish County board or commission?* Yes member of Snohomish County Arc.

***2.03.060SCC - Candidates for appointment to County boards or commission must meet the following requirements:**

1. Possess qualifications for the appointment sought, as shown by the candidate's written documentation and any hearing testimony.
2. If a reappointment, demonstrate the continuing benefits of retaining the board member as discussed in the executive's recommendation and a satisfactory attendance record, as determined by adopted criteria of the particular board.
3. Reside or work in Snohomish County or show evidence of special interest in Snohomish County, provided that a candidate may not be a County employee.

By signing this Application Form, Nominee acknowledges that he/she will comply with all county policies, county code, and state law. Nominee also acknowledges that any record, including personal e-mail, prepared, owned, used, or retained by Nominee in the conduct of Board/Commission business is a public record, and Nominee agrees to produce said records to County upon request. Failure to comply with the above provisions may result in Nominee's removal from Board/Commission.

Signature: Kathie Deus
Date: 3-12-21

Please attach resume if available and return to:
Dave Somers, County Executive Snohomish County
Executive Office 3000 Rockefeller Ave., MS 407
Everett, WA 98201-4046
(425) 388-3699 phone (425) 388-3434 fax county.executive@snoco.org

Kathie Davis

9114 186th PL SW, Edmonds, WA 98026 -- 425 478-8187 – shoebox55@outlook.com

Summary

I have worked to improve school experiences for children in our district through my work as a behavior support person with specific knowledge in the area of Autism and related disabilities. I have worked directly with students and/or staff through trainings in virtually every school in the Edmonds School District. I have also conducted trainings for our transportation and maintenance departments. It is my great joy to help improve the lives of students and their families.

Achievements

- Co-authored, with Dr. Nicole Bain, a social skills curriculum for children with Autism Spectrum Disorder and related disabilities. This curriculum has been used in several elementary schools in the Edmonds School District as well as other districts in the area. I continue to support staff in using this curriculum to foster better relationships between children with Autism and their typically developing peers in our schools. The curriculum has been published through a subsidiary of Amazon and is entitled Social Squads.
- Through my current position in Edmonds School District, I have been involved in the following activities
 - I provide trainings annually to help district personnel better understand behavior and best practices for supporting students with positive behavior interventions. A few examples of trainings I have presented in the past few years are:
 - Sessions at the district's "Summer Behavior Institute" around best practices for the use of Competing Pathways for helping staff better understand the underlying needs of challenging behavior for specific students and how to develop informal (which may later become formal) support plans. Another Behavior Institute Session was focused on helping staff understand the importance of using visuals for struggling students, including how to create and implement a variety of visual strategies.
 - Paraeducator training days - I provide trainings around social and emotional learning, visual supports, and a variety of de-escalation and positive behavior interventions strategies.
 - I provide building wide trainings at elementary schools for staff to build understanding of and strategies to use with children with challenging behaviors.
 - I have successfully facilitated discussions in several general education classrooms in elementary schools to help students better understand disabilities and respond accordingly to their peers. I lead these discussions using a variety of books and DVD's from our district's Autism Support Library, which I developed and maintain.
 - For the over 10 years I have been one of the district's Right Response certificated trainers. I have trained over several hundred district employees. I use the Right Response philosophy when working with staff and students and have been called on to review safety techniques and prevention strategies a number of times, especially in self-contained classrooms.
 - This school year we transition to teaching Safety Care as our district's safety and physical management curriculum. I completed coursework to be a Safety Care Trainer. This year, I have trained around 75 individuals.
 - I have been instrumental in helping implement and support the SEL (Social Emotional Learning) Teams at the 13 Title Schools. I provided multiple trainings for all teams throughout their first two years as well as attended weekly and eventually bi-weekly meetings to offer suggestions on strategies and best practices
- Over ten years ago I developed a Transition Support opportunity for students going from 6th to 7th and 8th to 9th grades for those needing additional support due to social deficits, anxiety, and/or transition challenges. I continue to support this program in spring and fall.
- Seven years ago, with district approval, I was able to create what has become known as the Edmonds School District's Recreation and Resource Fair for district students, families and staff. This increasingly popular annual event provides opportunities for all to connect with providers in the community in order to best support students with a wide range of abilities.

- I am a parent of an adult with multiple disabilities, a member of the Arc of Snohomish County and Board Member for the Developmental Disabilities Administration Advisory Board (Snohomish County). These opportunities have provided me with the skills to directly support several parents/guardians in our district who reach out with questions about accessing supports and services for their children and families.

Experience

Autism Support Specialist – 10/2006 to Current

Edmonds School District, Edmonds, WA

I respond to multiple referrals for support in general education, learning support and self-contained classrooms for students experiencing behavioral challenges for all age levels (3-21). Responses include, but are not limited to:

- * observing student in a variety of settings at a variety of times
- * write up observations and recommendations
- * meet with team to discuss strategies
- * work directly with student and staff to implement strategies and test for effectiveness
- * train teacher, paraeducator, or other staff on use of strategies
- * follow up checks for effectiveness and to be sure the plan is followed with fidelity, retrain as necessary

Educational Assistant – 9/2001-10/2006

Edmonds School District, Edmonds, WA

Initially hired as a 1:1 assistant in an Intermediate Intensive Support Classroom for a 6th grade student with Autism and Down Syndrome. When he moved on to the middle school, I was retained as a third assistant for the classroom with a continuing contract. I continued to support students with autism and behavior challenges as the classroom changed to provide services to a growing number of individuals with these needs.

Education and Training

Concrete High School, Concrete Washington – High School Diploma

ITT Peterson School of Business – Graduated with a Certificate as a Legal Secretary

Service Alternatives of Washington – Certificated Right Response Trainer

Quality Behavior Solutions – Certificated Safety Care Trainer

While I do not hold a college degree and therefore have no certificates for continuing education, I have taken numerous classes and attended countless seminars for a variety of job-related topics. A sampling of the many seminars and courses I have taken over the years is listed below:

- University of Washington – Autism (I did receive 3 college credits for this course)
 - University of Washington – Applied Behavior Analysis 101
 - Think Social – with Michelle Garcia Winner
- Community Summit in Wenatchee, WA (attended this 3 day event for the last 7 years, where each year I attend ten different breakout sessions such as disability awareness, behavior support, community access for people with disabilities, family support opportunities
 - Ross Green – Course on Working w/ Students with ADD/ADHD
 - Registered Behavior Technician Coursework